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ABSTRACT

This career education program guide, based on the results of a pilot program involving six school districts in New Jersey, was intended to help program coordinators implement career education programs in grades K-12 that relate the skills taught in school to those used in jobs. The content is in three sections. The first one covers the business community and career education, while the second provides an overview of the New Jersey pilot program. The last section is a step-by-step guide for implementation of the pilot program. Focus is over seven areas: the organization and the coordinator; meeting with the superintendent; meeting with the school principal and teacher(s); contact with business participants; program meeting involving coordinator, teacher, and business participant; in-class presentation(s); and the on-site visitation. (EM)

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THE CLASSROOM CONNECTION:

A Program Relating
The Skills Taught In School
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THE BUSINESS COMMUNITY AND CAREER EDUCATION

For some time the business and education communities have been seen as separate entities operating pretty much in isolation from each other. Although this isolation has been broken occasionally by various work experience programs, talks at schools by business representatives, and occasional field trips to business and industrial locations, the fact remains that close working relationships between business and education have been infrequent and, therefore, have not substantially promoted better understanding between the two groups.

Business has always been familiar with the role of the public schools in preparing its future employees with the skills and attitudes necessary for success in the world of work. However, as the patterns of society have changed and the burdens placed on the schools have increased, business has frequently been less than satisfied with the quality of students reporting for work.

And as a major source for funding public education, business has sometimes publicly stated its concern about how effectively these tax dollars are used. For these reasons as well as others, suspicion and misunderstanding have acted to keep these sectors of society at arm's length.

Increasingly, and to the credit of both, there has been a growing awareness on the part of business and education that their interests in education are basically the same and that business can play a constructive, contributing role in the educational process that ultimately should have a positive effect on the individual student. Initial working relationships, particularly those under the auspices of Chambers of Commerce, have been notably effective in providing administrative assistance to school districts and in promoting strong bonds between business and school people. Many business people feel that if a school district's administration operates more effectively and efficiently, not only is more value squeezed from the tax dollar, but harried administrators can attend more conscientiously to educational programs. Moreover, in addition to helping resolve administrative difficulties, projects like these have revealed to the business community the pervasive problems unique to running a school district.

Until recently, business has felt most qualified to work with educators in the areas of administrative assistance. However, within the last several years a new concept has been developing and gaining momentum throughout the educational arena. "Career Education" is that concept and it embodies a philosophy which permits, even encourages, the participation of business at the instructional level. Although educators themselves have not agreed on a single definition, a number of elements are held

in common.

Career Education is not:

- Vocational education or any kind of tracking for a less than elite group.
- Designed for the non-college bound student.
- A replacement for the 3R's.

Career Education is:

- At least a kindergarten through twelfth grade program for all students.
- A program that acquaints students with the many and varied career opportunities available to them.
- A program that shows students the relationship between what they do in school and the skills and attitudes they will need in the world of work.

Career Education can fill a need:

- It can help improve the reading and writing skills of our students.
- It can provide career direction for those students who now have no idea of what they would like to do.
- It can provide students with a basic understanding of the skills and attitudes needed in the world of work.

In fairness to educators, members of the business community are frequently better prepared to explain jobs and job skills as well as emphasize the attitudes necessary for success in business than are the teachers. While we in business may be quick to criticize, will we be as quick to offer assistance?

THE CAREER EDUCATION PROGRAM - AN OVERVIEW

Educators need to know that business is willing to play a participating, but not dictating role in the education of students. Career education is at once a proper and necessary forum for this participation. Such assistance can be integrated with existing programs and, therefore, represents no encroachment by business people on the domain of the professional educators.

During the past school year New Jersey Bell undertook a pilot career education program in six school districts in New Jersey. The specific goal of the program was to relate those skills used in the telephone business to those that the teacher was emphasizing in the classroom. Our program was directed toward the fourth and fifth grades for primarily two reasons:

First, we wanted some uniformity in grade levels in order to make better comparisons and to more effectively judge the program.

Second, we felt that in the fourth and fifth grades some students start losing interest in school and that perhaps the incentive of outside participation in their education might rekindle faltering interest.

However, we believe the program can be adapted to be effective at any grade level.

As stated, the intent of the program was to have the business participants relate the specific skills that they used regularly in their jobs to those that the teachers were stressing in the classroom. In addition, this was an opportunity for the students to examine through the people who actually performed the work what various jobs are really like. Through the presentations and the questions which inevitably followed, students were being involved with career education.

Since a variety of skills are necessary in our business, we wanted the teachers to define the skill areas in which they wanted us to participate.

Our primary concern was that our offer of assistance not be viewed as an attempt to supplant but rather to supplement the classroom teacher, and we thought that allowing her to pinpoint the skills would allay any reservations she might have concerning control of her class. However, as the program developed we determined that the teachers' lack of knowledge about what we do was a handicap and that she in fact, was looking for some direction from us. Providing this direction in no way detracted from the principle that we were offering our personnel as a resource, but that the teacher at all times had control over what was presented.

Occasionally there arose a question as to the motivation for business participation at the classroom level. Although we explained to the educators that such concern was in our own self-interest since most students would eventually find employment in the business community, some teachers continued to look for other reasons. Clearly, participation should not be used for recruiting or propaganda purposes. Only if business is there for constructive educational purposes and acts totally in good faith can the project be successful and the credibility of business be maintained.

The obligations are clear on either side. The school system must provide a teacher who is creative and competent, someone who can work easily with professionals from outside education, and someone who is not afraid to ask questions and voice objections. (Business does not want to be accused of trying to steamroll their way over educators.) Perhaps the obligations of business are even greater. Business must provide someone who is competent in his job, someone who wants to participate, someone who can honor confidences, and most important, someone who can relate well to others, especially children.

Because we entered the program looking toward a long range goal, we were not prepared for some immediate benefits: Our employees underwent a valuable growth experience and thoroughly enjoyed working with the teachers and students. Moreover they seemed to find new delight in their jobs. In a nutshell, they found the experience of working with teachers and children personally as well as professionally rewarding.

The advent of Career Education can bring much needed changes in our educational system. More importantly, it can permanently destroy the erroneous belief that education should take place only in schools and is solely the province of professional educators. It can crystallize the values and skills that ought to be intrinsic in our educational system and produce students who have solid work and classroom learning experiences behind them. In all of this business has a key role to play.

If we as business people can assist educators in making career education fulfill its admittedly far reaching goals, the benefits will be ours as well as the students.

Sidney Marland, former Assistant Secretary of Education, HEW, has expressed the importance of Career Education when he stated: "Every child completing 12 years of school should be ready to enter either higher education or useful and rewarding employment. Anything else is dangerous nonsense."

PROCEDURAL GUIDE FOR IMPLEMENTATION OF PROGRAM

The following pages contain a step by step guide for the implementation of the program run successfully during the 1973-74 school year. The pilot program was run in six school districts around the state in which 30 class visitations and eight on-site company visitations were conducted.

The guide is offered as the best method of implementation resulting from experimentation with several different approaches during the pilot study.

The guide is intended only as a tool for the coordinator based on the circumstances governing the particular program in which he is involved.

The guide covers the following basic areas:

1. The Organization and the Coordinator
2. Meeting with Superintendent of Schools
3. Meeting with School Principal and Teacher(s)
4. Contact with Business Participants
5. Program Meeting-Coordinator, Teacher, Business Participant
6. In-Class Presentation
7. On-Site Visitation

GLOSSARY OF TERMS

ORGANIZATION - refers to the business group which is sponsoring the program and can be any one of a variety of such groups including, service clubs, chambers of commerce, and trade associations.

COORDINATOR - refers to the business person in the Organization who has the responsibility to coordinate and implement the program. He may be a full time employee of the Organization, or he may be a volunteer, loaning some of his time from his regular duties as an employee of one of the member companies in the Organization. The Coordinator may work through a standing or special committee of the Organization which has been given responsibility for the program.

BUSINESS PARTICIPANT - refers to the business person, an employee of one of the member companies of the Organization, who is chosen to give one or more In-Class Presentations. A Business Participant may also be involved in On-Site Visitations.

PROGRAM MEETING - refers to the meeting, usually held at the school, among the Coordinator, Business Participant, and Teacher at which time specific planning for the In-Class Presentation occurs. The purpose of this meeting is to determine what the Business Participant will do in the In-Class Presentation, keying on how to relate skills that the teacher is teaching in the classroom to skills utilized on the job.

IN CLASS PRESENTATIONS - refers to the one hour prepared program which is presented in class to the students by the Business Participant. Each In-Class Presentation should include a brief description of the Business Participants job function, should relate skill learning in the class to skill utilization on the job, should include hands-on material and equipment used in the job, and should include student participation.

ON SITE VISITATIONS - refers to student field trips to company locations. One aspect of On-Site Visitations should be to allow students to observe the Business Participant who gave the In-Class Presentation on the job.

THE ORGANIZATION AND THE COORDINATOR

1. Time Requirements

This program requires a commitment of time on the part of the members of the Organization's Education Committee or similar body and the program Coordinator.

Time requirements include:

A. Meeting with Superintendent and his staff (1 hr.)

B. Meeting with Principal and Teacher(s) (1 hr.)

C. Contact with Business Participant(s)(1/2 hr.)

D. Meeting(s) with Teacher and Participant (1 1/2 hr.)

E. In-Class Presentation(s) (1 hr.)

F. On-Site Visitation(s) (2 hr.)

2. Organization Structure

It is not necessary that the organization has a formal structure or body responsible for educational projects. Normally, however, the Coordinator would be a person who has had previous experience with educational projects.

The only organizational structure necessary for the implementation of the program is that the Coordinator have the

means by which he can relate requirements for particular types of Business Participants to the organization and the means by which the availability of the personnel can be made known to him.

> Example: Based on a meeting with the Principal and teacher, they decide to conduct the program in the Subject Area-mathematics, more specifically the Skill Area-metric system measurements with a fifth grade class. The coordinator and his committee must now find a suitable person for the In-Class Presentation. Thus, there must be some means to convey this requirement back to the members of the organization, and there must be some means to collect the names of likely candidates.

3. It is not a requirement that the organization have had past relationships with a school system in order to implement this program. However, past successes will be of great value in helping to establish credibility.

MEETING WITH SUPERINTENDENT

1. This meeting is held to gain high level support for the program from school personnel.

2. In setting up this meeting, enough information should be conveyed to the Superintendent so that he might properly plan to have advisory personnel available for the meeting. The attendance of individuals such as the Assistant Superintendent-Curriculum Services, Assistant Superintendent-Secondary Education would be highly desirable in this meeting. However, they should not be permitted to serve as a substitute for the Superintendent.

3. The Coordinator and some members of his committee should represent the Organization at the meeting.

4. Points to be covered:

    a. The philosophy behind business interest in education.

    b. The need for business-education relations.

    c. Description of the program.

    d. Parameters of the program.*

        The purpose here is to give the educators some idea as to the scope of the program you intend to develop. Stress that these numbers are flexible:

        1. # of Schools
        2. # of Classes within each School
        3. # of Presentations within each Class

e. Commitment of time on the part of the school system, particularly the Teacher's time.

f. Superintendent's approval

1. Informal - "I like it, go ahead."
2. Formal - "I like it, but it has to go to the Board for approval."

5. The Superintendent or members of his staff must after approval select the school(s) and the teacher(s) that will participate in the program. The numbers of schools and teachers will depend on the parameters set above. The Superintendent should convey both the approval of the program and the names of the Principal(s) to be involved in the program back to the coordinator within 1-2 weeks from the date of the meeting.

6. The Superintendent or a member of his staff should lay some foundation with any Principal, who will be involved in the program, outlining briefly the nature of the program. This should be done prior to the Coordinator contacting the Principal. Therefore, this item should be discussed at the meeting with the Superintendent, and it should be also confirmed at the time that the names of the Principal(s) are conveyed to the Coordinator.

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* It is recommended that the program be limited in the initial year to no more than two (2) schools and two (2) classes per school.

MEETING WITH PRINCIPAL AND TEACHER(S)

1. As soon as possible after the approval of the Superintendent, a meeting should be set up with the School Principal. This meeting is usually held at the school. If more than one school is to be participating in the program, then separate meetings should be held with each Principal.

2. In setting up the meeting, the Coordinator should make the Principal aware of the fact that participating teacher(s) should be present at the meeting.

3. Points to be covered:

   a. Lay a foundation - Stress the need for business-education relations.

   b. Description of the Program

      Stress
      1. Teacher is in control
      2. Relevance-relating skills that the teacher is trying to teach in the classroom to skills actually used.
      3. Not a one shot deal - a planned program. Stress the importance of the teacher in the program. The program is only limited by the imagination of the teacher. Though the teacher must build her lessons around the In-Class Presentations of the Business Participants, her pre-presentation and post-presentation lesson planning is what really gives the program relevance, continuity, and lasting impact.

   c. Parameters of the Program

4. After points a, b, and ç above have been reviewed, make sure that the teacher understands her position of control. The teacher is responsible to choose:

    a. Subject area(s) (Example - Mathematics)

    b. Specific Skill(s) within subject area (Example - Metric System Measurements)

    c. Whether subject matter is to be new or review

5. The teacher may decide upon a subject area during the meeting. However, this decision should be conveyed to the Coordinator no later than a week after the meeting. Every effort should be made to define the subject area and specific skills within a subject area to such a degree that there can be no mistake as to the teacher's intent. Best results are achieved if the teacher can be encouraged to indicate in writing the desired skill areas with appropriate examples. A secondary objective is also achieved in that it tends to show her early commitment to the program.

CONTACT WITH BUSINESS PARTICIPANTS

1. Once the skill area(s) are conveyed from the teacher to the Coordinator, it is his responsibility, possibly with the aid of a committee, to find appropriate business participants for the In-Class Presentation.

2. Business Participants must be properly identified, screened, and selected within two weeks from the date skill areas were defined and conveyed to the Coordinator by the teacher.

3. The "proper" Business Participant for a particular In-Class Presentation may run the gamut of the organization. The request dictates the Participant in most cases. Where there is lattitude, it is desirable to supply the "troops" rather than the "brass."

4. Participation in the program should be on a <u>volunteer</u> basis.

5. The Business Participant(s) should be contacted by phone by the Coordinator as soon as possible after selection. No contact should be made until the Coordinator has some assurance that the Participant has been talked to by his superiors, and the Participant knows that he has approval to work on the program.

Points to be discussed:

a. Description of the program

b. Participants role in the program

c. Relate skill area selected by teacher; grade level

d. Advise that Coordinator will send Participant, immediately, teachers written description of the skill area

e. Indicate that as soon as possible the Participant should outline in detail all ways in which the Participant uses the skill area on the job. This outline should be in writing and should include specific examples which might be part of the In-Class Presentation. Further, Participant should list all hands on materials which are related to the skill area and which could be brought to class and demonstrated as part of the In Class Presentation.

f. A firm time frame of one week should be suggested for the completion of this outline, but no longer than two weeks should be allowed. It should be clearly understood by the Business Participant that at the completion date, the Participant will meet with the teacher, outline and material in hand.

(At this point a meeting should be organized by the Coordinator among himself, the teacher, and the participant. The meeting should be held at the convenience of the teacher and is normally held at the school. The meeting should be set for the approximate due date of the Participant's outline. The date should be conveyed to the Participant and plans for his transportation should be firmed up.)

PROGRAM MEETING

1. Participants in meeting - Coordinator, Teacher, Business Participant

2. Only one In-Class Presentation should be discussed at any one Program Meeting. Therefore, if in the original parameters set by the Coordinator there were plans for three In-Class Presentations, then at least three Program Meetings are required, even if the same Business Participant is to do all three In-Class Presentations.

3. More than one Business Participant may combine to do one In-Class Presentation, although it is felt that better results are achieved with one Participant. If two Participants combine for one In-Class Presentation, then both should be present at the same Program Meeting with the teacher and both should have participated in the preparation of the outline.

4. Everyone has gone to school, and to that extent everyone has a frame of reference regarding what goes on in a classroom. Not everyone has been to business, particularly the business represented by the Participant. Therefore, it is easier for the Business Participant to relate to the world of education than it is for the educators to relate to the world of business.

Thus, the outline prepared by the Business Participant saves a great deal of time in cutting through the frames of reference between the two worlds, and gives the teacher a realistic frame of reference from which to mold the In-Class Presentation. Without the initiative being taken by the Business Participant, the teacher would be lost regarding those things she might expect in an In-Class Presentation.

5. The Business Participant should explain his outline in detail to the satisfaction of the teacher, walking her through examples and hands on materials.

6. It is the responsibility of the Coordinator to stress the concept that the outline is merely a frame of reference for the benefit of the teacher. It is primarily the teacher's program. She should and must modify the outline at will to suit her purposes. She must be in control of what occurs in her classroom.

7. Within an hour and a half, the teacher and the Business Participant should have been able to formalize their ideas. In most cases a second meeting should not be necessary. However, if there has been substantial modification of the original material, a second meeting may be necessary.

8. At this point an In-Class Presentation date should be set.

9. A final lesson plan outline with specific examples and hands-on materials must be supplied to the teacher before the In-Class Presentation. This can usually be done by means of a mailing, with a copy to the Coordinator. Sometimes discrepancies discovered as a result of the mailing will necessitate another meeting.

10. At this meeting any plans for publicity should be discussed with the teacher so that she can check through her channels (Principal, Central Administration) for approval. Publicity would include press releases, pictures for press releases, in house publications, video taping, etc.

IN-CLASS PRESENTATION(S)

1. Based on the parameters of the total program established by the Coordinator, the teacher should determine the arrangement of the In-Class Presentations.

   Example - Parameter: four In-Class Presentations. Teacher should determine that she would rather have the Presentations arranged in weekly intervals during the month of January than have the Presentations arranged in monthly intervals for the months of January, February, March, and April.

2. In-Class Presentations should be scheduled at convenience of the teacher where possible.

3. Ideally, In-Class Presentations should last about one hour.

4. Business Participants should dress for the Presentation as they dress for their jobs.

5. Each presentation should include the following:

   a. Brief description of job function

   b. Related skills learning or training.

   c. Student participation.

   d. Hands-on use of materials and equipment.

6. Responsibilities of the teacher:

   a. Pre-Presentation lesson to introduce total program concept to students.

b. Pre-Presentation lesson to introduce specific subject material which the Business Participant will discuss in the In-Class Presentation.

c. Teacher must be present in the classroom during the In-Class Presentation to:
    1. Introduce Business Participant
    2. Aid Participant if necessary

d. Teacher should do follow up lesson(s) based on the In-Class Presentation to reinforce the Presentation and to create a smooth flow between In-Class Presentations

These responsibilities must be conveyed to the teacher by the Coordinator.

ON-SITE VISITATION

1. At the Program Meeting(s) the Coordinator and the Teacher should be forming plans for an On-Site Visitation. Input by the various Business Participant(s) is vital for shaping the form of the On-Site Visitation in that the Visitation should relate to the In-Class Presentation.

2. Planning should include source of funds possibly required for transportation.

3. On-Site Visitations should be scheduled at the convenience of the Business.

4. One aspect of the On-Site Visitation should be to allow the students to observe the Business Participant who gave the In-Class Presentation on the job. Therefore, all On-Site Visitations should include the job location of the Business Participant and part of the tour should be conducted by the Business Participant.

5. On-Site Visitations are generally well received by teachers and students and serve as a good program wrap up especially if the Visitation includes aspects of more than one of the In-Class Presentations.

PROCEDURAL STEP SUMMARY AND TIME TABLE

		(HYPOTHETICAL)
1.	Organization's internal structure review	October 1
2.	Meeting with Superintendent	October 14
3.	Approval of Superintendent, Selection of Principal(s)	November 1
4.	Meeting with Principal(s) and Teacher(s)	November 7
5.	Teacher's selection of Subject and Skill Area	November 14
6.	Identification of Business Participant(s)	December 1
7.	Coordinator contact with Participant(s)	December 7
8.	Participant development of Outline, Program Meeting with Teacher	December 21
9.	Second Program Meeting (if necessary)	December 28
10.	Within Parameters set - Other Participants identified, contacted, outlines prepared, and meetings with teachers	
11.	In-Class Presentations (arranged under the control of the teacher - example, one presentation weekly for x number of weeks)	January 5 - January 25
12.	On-Site Visitation	February 2